

***CTE Standards Unpacking  
Specialized Accounting***

**Course:** Specialized Accounting

**Course Description:** Specialized Accounting will develop knowledge and skills for cost accounting practices for merchandising and manufacturing businesses. Students will be exposed to specialized managerial accounting functions pertaining to corporations and not-for-profit organizations.

**Career Cluster:** Finance

**Prerequisites:** Accounting I

**Program of Study Application:** Specialized Accounting is a continuing pathway course of the Accounting pathway of the Finance cluster. Accounting I must be completed as a prerequisite and Advanced Accounting may be taken to complete the Accounting pathway.

<b>INDICATOR #SA 1: Utilize cost accounting methods to track, record, and analyze business costs.</b>		
<b>SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept):</b> Explain and demonstrate appropriate cost accounting practices for a departmentalized merchandising business.		
<b>SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept):</b> Explain and demonstrate appropriate cost accounting practices for a manufacturing business.		
<b>Knowledge (Factual):</b> -Knowledge of cost accounting practices and special terms for merchandising businesses  -Knowledge of cost accounting practices and special terms for manufacturing businesses	<b>Understand (Conceptual):</b> -Why cost accounting is used in both merchandising and manufacturing businesses to more accurately record transactions and make financial decisions	<b>Do (Application):</b> -Journalize entries for direct and indirect expenses  -Prepare departmental margin and income statements for a merchandising business  -Analyze and compute direct materials, direct labor, and factory overhead  -Compose job order cost sheets and inventories  -Compute overhead rebates and apply overhead to jobs -Prepare a worksheet,

		statement of cost of goods manufactured, income statement, and balance sheet for a manufacturing business
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**Benchmarks:**

*Students are assessed on their ability to:*

- Complete a comprehensive problem using special transactions related to cost accounting for a merchandising business to determine net income or loss
- Complete a simulation using cost accounting for a manufacturing business for a one month period to determine net income or loss

**Academic Connections**

<b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b>	<b>Sample Performance Task Aligned to the Academic Standard(s):</b>
9-12.N.Q.2 Define appropriate quantities for the purpose of descriptive modeling.	-Simulation of completing the cost accounting for a manufacturing business for a one month period

**INDICATOR #SA 2: Assess and interpret the financial conditions of corporations to make informed business decisions.**

**SUB-INDICATOR 2.1 (Webb Level: 4 Extended Thinking):** Evaluate and assess budget reports to make business decisions.

**SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept):** Demonstrate specialized accounting procedures to track cash flows.

<b>Knowledge (Factual):</b>	<b>Understand (Conceptual):</b>	<b>Do (Application):</b>
-Financial decision making  -Information obtained from analyzing financial statements and creating budget reports  -Steps to create cash flows -Primary areas of analysis and information	-How budget reports and financial analysis can help make financial decisions  -How accounting concepts and practices related to cash flow analysis guide business operations	-Prepare budget reports  -Assess profitability by calculating and interpreting financial ratios  -Calculate breakeven points  -Prepare statements of cash flows

that can be obtained from each type of analysis		
<b>Benchmarks:</b> <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> <li>• Use scenario information to create budget reports to make financial decisions</li> <li>• Use scenario information to create statements of cash flows to make financial decisions</li> </ul>		
<b>Academic Connections</b>		
<b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b>  8.EE.8c- Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair	<b>Sample Performance Task Aligned to the Academic Standard(s):</b>  -Calculate break even points. Find the equations of two lines and where they intersect	

<b>INDICATOR #SA 3: Demonstrate budgeting, accounting and financial reporting for not-for-profit organizations.</b>		
<b>SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept):</b> Perform special accounting functions pertaining to budgeting for not-for-profit organizations.		
<b>SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking):</b> Prepare financial statements for not-for-profit organizations.		
<b>Knowledge (Factual):</b> -Knowledge of special accounting functions and financial reporting pertaining to budgeting for not-for-profit organizations  -Accounting terms and procedures related to budgeting and	<b>Understand (Conceptual):</b> -How not-for-profit organizations use budgets and financial statements to make financial decisions	<b>Do (Application):</b> -Apply the processes used to develop an operating budget  -Journalize budget transactions for not-for-profit organizations -Journalize revenue transactions for not-for-profit organizations

accounting for not-for-profit organizations		<p>-Journalize expenses, encumbrances, and other transactions for not-for-profit organizations</p> <p>-Create financial statements for not-for-profit organizations</p> <p>-Create adjusting and closing entries for not-for-profit organizations</p>
<p><b>Benchmarks:</b>  <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> <li>Create a comprehensive problem performing special transactions, financial statements, and budgets for not-for-profit organizations and be able to record financial business decisions</li> </ul> </p>		
<b><i>Academic Connections</i></b>		
<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <p>9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*</p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <p>-Create financial statements for not-for-profit organizations</p>	

### **Additional Resources**

- EverFiFinancial Literacy -- <http://everfi.com/financial-services/>
- CTE Online – [www.cteonline.org](http://www.cteonline.org)
- MBA Research & Curriculum Center - <http://www.mbaresearch.org/>
- Bureau of Labor Statistics - <https://www.bls.gov/ooh/business-and-financial/personal-financial-advisors.htm>